

## **SANDHILLS ELEMENTARY**

130 Lewis Rast Road  
Swansea, South Carolina 29160

**GRADES** 3-4 Elementary School

**ENROLLMENT** 540 Students

**PRINCIPAL** Dave Toole 803-568-1200

**SUPERINTENDENT** J. Franklin Vail 803-568-1000

**BOARD CHAIR** Jefford Hart, Jr. 803-568-2262

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	38	53	5	0

#### **IMPROVEMENT RATING:**

**UNSATISFACTORY**

#### **ADEQUATE YEARLY PROGRESS:**

**NO**

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	N/A	N/A	N/A
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Unsatisfactory	No

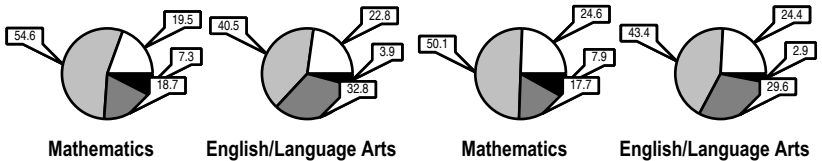
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

46.6%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	531	99.4	22.3	40.8	32.9	4.0	50.4	Yes	Yes
<b>Gender</b>									
Male	262	98.9	26.3	42.4	29.7	1.7	44.5		
Female	269	100.0	18.4	39.3	36.1	6.1	56.1		
<b>Racial/Ethnic Group</b>									
White	396	99.5	19.6	40.1	35.6	4.8	52.9	Yes	Yes
African-American	121	99.2	29.4	46.8	22.9	0.9	41.3	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	41.7	16.7	33.3	8.3	50.0	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	437	100.0	19.9	38.3	37.0	4.8	55.4		
Disabled	94	96.8	33.7	53.0	13.3	0.0	26.5	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	531	99.4	22.3	40.8	32.9	4.0	50.4		
<b>English Proficiency</b>									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	527	99.4	21.6	41.2	33.2	4.0	50.8		
<b>Socio-Economic Status</b>									
Subsidized meals	365	99.2	26.5	43.4	28.3	1.8	41.6	Yes	Yes
Full-pay meals	160	100.0	12.8	35.1	43.2	8.8	70.3		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	531	99.8	19.5	54.6	18.7	7.3	42.7	Yes	Yes
<b>Gender</b>									
Male	262	99.6	22.7	52.9	18.5	5.9	40.3		
Female	269	100.0	16.4	56.1	18.9	8.6	45.1		
<b>Racial/Ethnic Group</b>									
White	396	99.8	17.6	52.5	21.2	8.7	45.8	Yes	Yes
African-American	121	100.0	26.4	61.8	10.0	1.8	32.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	12	100.0	16.7	50.0	16.7	16.7	41.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	437	100.0	13.9	57.7	20.4	8.1	47.1		
Disabled	94	98.9	45.9	40.0	10.6	3.5	22.4	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	531	99.8	19.5	54.6	18.7	7.3	42.7		
<b>English Proficiency</b>									
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	527	99.8	19.2	54.6	18.8	7.3	42.9		
<b>Socio-Economic Status</b>									
Subsidized meals	365	99.7	22.8	55.7	17.4	4.2	35.9	Yes	Yes
Full-pay meals	160	100.0	12.2	52.0	21.6	14.2	58.1		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	272	98.2	26.2	36.7	33.8	3.4	37.1
	<b>Grade 4</b>	285	99.3	26.9	50.8	21.2	1.2	22.3
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	270	99.6	17.6	38.2	37.5	6.7	44.2
	<b>Grade 4</b>	257	99.2	25.8	46.4	27.0	0.8	27.8
	<b>Grade 5</b>	5	100.0	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	272	99.6	15.1	52.1	21.8	10.9	32.8
	<b>Grade 4</b>	285	100.0	22.6	52.5	15.7	9.2	24.9
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	270	100.0	14.2	61.6	17.9	6.3	24.3
	<b>Grade 4</b>	257	99.6	24.9	47.8	20.2	7.1	27.3
	<b>Grade 5</b>	5	100.0	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 540)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.8%	Up from 1.7%	3.4%	2.7%
Attendance rate	95.1%	Up from 94.4%	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.5%		5.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.7%		3.6%	3.5%
Eligible for gifted and talented	11.2%	Up from 10.3%	11.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.6%	Up from 13.5%	8.9%	8.2%
Older than usual for grade	2.2%	Up from 0.9%	1.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 31)				
Teachers with advanced degrees	45.2%	Down from 45.5%	46.9%	51.4%
Continuing contract teachers	87.1%	Up from 69.7%	87.8%	87.5%
Highly qualified teachers**	96.6%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	N/A	N/A	86.5%	86.7%
Teacher attendance rate	94.8%	Down from 95.7%	94.6%	94.9%
Average teacher salary	\$35,319	Up 1.2%	\$39,922	\$40,760
Prof. development days/teacher	18.3 days	Up from 12.9 days	13.1 days	12.4 days

School				
Principal's years at school	3.0	Up from 2.0	3.0	4.0
Student-teacher ratio in core subjects	22.2 to 1	Up from 20.4 to 1	18.5 to 1	18.9 to 1
Prime instructional time	88.3%	Up from 88.2%	89.5%	90.0%
Dollars spent per pupil*	\$4,610	Down 0.6%	\$6,034	\$6,044
Percent of expenditures for teacher salaries*	63.0%	Up from 57.0%	64.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 95.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Sandhills Elementary School serves approximately 580 students in grades three and four. The special education classes at Sandhills Elementary serve students in grades kindergarten through fourth grade.

"Shaping Every Student for Success" is our mission statement. In an effort to continually improve, school staff and the School Improvement Council have implemented strategies from our five-year strategic plan that drives school improvement. The school has made great strides in improving instruction in mathematics and writing, providing extended learning time through enrichment and computer lab classes, and providing opportunities for parental involvement in the curriculum.

The Math Superstars program was implemented as an additional challenge for all students to improve critical thinking and understand mathematical concepts. Opportunities were given for parents to be involved in the curriculum through Literacy and Math Family Nights, as well as, the opportunity to interact with their children using Math Family Games kits at home. Development for teachers focused primarily on the improvement of teaching of writing and mathematics by participating in professional study groups, aligning assessments with instruction, and aligning instruction to the state standards in all subject areas.

Challenges that are ahead for the school include an increase in parental and community involvement, an increase in student attendance, and continued improvement of instruction in the area of writing.

The staff of Sandhills Elementary and the School Improvement Council look forward to working with students, parents, and the community to make our school the very best that it can be. We would like to invite everyone to become a part of the "Sandhills Elementary Family" as we look forward to an exciting and successful school year.

Dave Toole, Principal

Lisa Jumper, School Improvement Council Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	29	222	134
Percent satisfied with learning environment	100.0%	89.1%	85.0%
Percent satisfied with social and physical environment	96.4%	81.8%	79.5%
Percent satisfied with home-school relations	72.4%	86.9%	65.9%

\*Only students at the highest elementary school grade level at this school and their parents were included.